

Cover Sheet for New Degree Program Proposals

Institution Western Washington University

Degree-Granting Unit (Department(s),
College, School, or Interdisciplinary Unit) Dept. of Modern and Classical Languages

Degree (Level) Bachelor

of (Type) Arts

in (Major) Japanese

CIP Code 160302

Mode of Delivery (check all that apply): ☒ single campus/traditional classroom
☐ satellite ☐ videotape ☐ internet/web ☐ other (describe)

Proposed Starting Date September of 2006

Academic Department Representative

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Endorsement by
Chief Academic Officer

Date

I. Program Need

A. Relationship to Institutional Role and Mission

The Western Washington University Mission Statement includes the following:

- “The University nurtures the intellectual, ethical, social, physical and emotional development of each student. It aims to teach learning skills useful in a rapidly changing and highly technical world and to develop a consciousness of the challenges and responsibilities of living in a diverse and pluralistic society.”

To offer a Japanese major at WWU would not only relate to our mission, it would further our goal of preparing our students to be global citizens. Given the university’s charge to serve the region, a region very much a part of the Pacific Rim and one diverse in nature, a Japanese major would offer students the opportunity to contribute to the region in a very tangible manner. Providing appropriate linguistic, cultural, and social skills, the major would actually transcend Japanese studies and assist in preparing a more internationally aware populace. Also included in the Mission Statement is the notion that cultural programs at WWU are designed to enrich the lives of peoples touched by them. Clearly, the cultural components of the proposed Japanese major would enrich not only the lives of our students, but also the lives of those with whom our students eventually interact academically, professionally, or socially.

B. Documentation of Need for Program

Attached please find supporting data for the statements below.

In terms of student interest and demand, we polled first and second-year Japanese students in fall of 2004 and found that some 35 students would be interested in majoring in Japanese were a major to be offered here. Additionally, Student-Faculty Designed Majors in Japanese are very common at WWU (usually five or six per academic year), and our faculty are frequently approached by students who want to design a Japanese major through that option. As Chair of the department I can vouch for the fact that I get frequent inquiries about Japanese and numerous requests for a major. Enrollment at all levels of the Japanese curriculum is strong, an impressive statistic at the 300-level when one considers that we do not currently offer a major. All of our Japanese classes at the 100, 200, and 300-levels filled to capacity in Fall Quarter, 2005 and many had lengthy waiting lists.

As noted in the evaluation letter provided by Prof. Amy Snyder-Ohta of the University of Washington, the need is great for another institution in the state to offer a Japanese major. She states that the UW has “too many students” and that it is “turning them away at every level.” The interest in Japanese in the

state is documented by the very fact that the Japanese major at the flagship institution is full.

The importance and growth of the Japanese culture in the State of Washington need not be substantiated here. The State's geographical location on the Pacific Rim makes it an important economic and political player in issues related to Japan and the rest of Asia. Additionally, considerable Japanese heritage in Washington would argue strongly for increased academic opportunities related to Japan and the Japanese language. With the University of Washington's Japanese Program being fully enrolled, for WWU to offer a major would very much assist in addressing the needs of the State's employers and workforce as they relate to Japanese language and culture.

C. Relationship to Other Institutions

1. Duplication.

As mentioned above, the University of Washington in Seattle offers a Japanese major. It, however, is over-enrolled. Central Washington University offers a B.A. "with specialization in Japanese," but not a true language major, and the private colleges in the state don't offer language majors in Japanese. Gonzaga University and Whitman College offer related "area studies" programs, but not a Japanese major. Clearly, there is little duplication of our proposed program with existing programs, and what little there is would represent a welcome relief to enrollment pressure at the University of Washington.

2. Uniqueness of program.

The majority of the existing Japanese programs in the state are classified as "Japanese Studies." What makes our proposed program somewhat unique is that it would be a language major. The Department of Modern and Classical Languages at Western Washington University currently offers majors in Spanish, French, and German. We also offer minors in those languages and Russian, Chinese, Japanese, Latin, Greek, and Classical Studies. We've not deluded ourselves into thinking that a European language major can serve as a model for a Japanese major, but we have structured our proposed major so as to reflect the standards, rigor, and "shape" of our other majors. The difficulty of Japanese dictates that instruction methods at various levels of the Japanese curriculum vary from those in European language curricula (the use of English, for example, in upper-division content courses in Japanese), but overall our proposed Japanese major, like our other majors, clearly places emphasis on language and communicative proficiency. This is not to say that content material is compromised, but that it is delivered at the service of learning the language. In brief, we believe that our program is unique for the strength of its **language component**, complemented by academic expertise in a variety of scholarly areas and disciplines (see "Faculty Profiles").

Related to the uniqueness of our proposal are the concerns expressed by Prof. Snyder Ohta in her evaluation letter. She states that she does not believe that Japanese can be used as the primary language of instruction in upper-division content courses. This is an issue already considered by our faculty. The syllabi provided for the two new courses, however, represent our faculty's desire to begin the major with strong emphasis on language. It is certainly possible that over time those syllabi would change and that the courses would by linguistic necessity require more use of English as Prof. Snyder Ohta suggests, but the experience of our own faculty, the success of our current curriculum through JAPN 401, as well as our desire to build a unique language major, provide evidence that the proposed courses are more than viable. We already have a successful grammar curriculum at the 400-level in Japanese, so the proposed courses have been designed with the abilities of our current fourth-year students in mind. Additionally, the curriculum for JAPN 350, JAPN 402, and JAPN 403, the only courses new to our curriculum, have already been approved by all internal committees at Western. As mentioned, JAPN 401 has already been a successful part of our curriculum for some years.

Prof. Snyder Ohta's comments are very instructive, however, as they address the differences between "language classes" and "subject matter." Thanks in part to the points Prof. Snyder Ohta makes, department faculty outside of Japanese have become more aware of the differences between teaching "content" in Japanese as opposed to teaching it in European languages. Additionally, the attention of our Japanese faculty has been drawn to this issue and will undoubtedly lead to revision of just how much "content" or "subject matter" can be delivered in the target language. So, in response to Prof. Ohta's comments, we have made the following adjustments:

1. The Department of Modern and Classical Languages faculty at-large, now broadly informed of the appropriateness in the Japanese major of content delivery in English, will support Japanese faculty initiatives in that regard should they prove necessary.
2. After being taught for the first time, the three courses in question, JAPN 350, JAPN 402, and JAPN 403, will be assessed carefully through student evaluation and faculty assessment of student learning outcomes so that any necessary changes can be made.
3. Close scrutiny will be made of established proficiency and course prerequisites for JAPN 402 and JAPN 403. Continued target language rigor in JAPN 401 will thus be important.
4. We have made content delivery in English, in both assignments and discussion, a part of JAPN 350 (as indicated on the syllabus).

In his program evaluation letter, Prof. Matsuo Soga addresses the language/content issue as well, applauding our use of both analytical and holistic approaches to language teaching in the department and our desire to extend that philosophy to the Japanese major. Of course, there will necessarily be differences in how these approaches are combined in upper-division Japanese courses as opposed to upper-division courses in European languages.

II. Program Description

A. Goals, Objectives, Student Learning Outcomes

The goals, objectives, and student learning outcomes will reflect those of our other language majors in the department. The “Mission Statement” for the department thus serves to describe what we plan to accomplish with our proposed major in Japanese:

We provide Western students the skills to learn firsthand about major world societies. The department believes that the best way to understand a culture directly is through its language. The modern languages offered in the department – Chinese, French, German, Japanese, Russian and Spanish – are spoken natively by nearly two billion people. Latin and Classical Greek provide students the tools to study directly written works that form the foundation of Western civilization.

In keeping with the aim of providing the skills needed to learn about a culture, the department trains in the areas of language structure and literary analysis. Language structure is taught both holistically and analytically. Holistic language learning is facilitated by modern methods and multimedia technology, as well as foreign study opportunities. The department supports the analytical instruction of language structures through a full range of language skills courses, as well as a significant number of courses in linguistics.

Literary analysis is essential to a student’s understanding of the highest achievements in aesthetic expression of a culture’s values. The department provides instruction in history and culture, as well as literary theory, with an end to enabling the student to gain access to the intellectual life in the culture.

Furthermore, the department imports skills to future language teachers so that they may similarly enable high school students to begin the acquisition of other languages. To this end the department includes specialists in language methods.

The department provides Western students the opportunity to acquire intermediate skills in three Pacific rim languages other than English and Spanish: Chinese, Japanese and Russian. The department also supports the studies of Latin and Greek, and houses the Classical Studies program. Hence, the multifaceted programs of the department provide an opening to the world through language, literature, culture and civilization. It is, therefore, a meeting place for true diversity.

In other words, the goals and objectives of our proposed major in Japanese are to provide students the opportunity to specialize in Japanese at the undergraduate level, to further facilitate instruction in Japanese language,

culture, and literature, and to address the lack of Japanese language programs in the state.

In terms of student learning outcomes, we plan to continue to use the sequential nature of our current Japanese curriculum to assess student learning. Student proficiency in Japanese will be evaluated by oral and written examination, informed by the pedagogical tenets employed by individual professors for specific courses. Please see attached “Outcomes Assessment” for further detail.

B. Curriculum

1. Course of study (see attachments for course descriptions and syllabi for the three new courses).

Major--Japanese

55 credits above the 100-level; GPA of 2.5 or above in major; maximum of 15 credits at the 200-level; JAPN 280 is only applicable to the major for up to two credits. While not required, study abroad in Japan is strongly encouraged.

Required Courses

- JAPN 201, 202, 203 (Second-year Japanese)
- JAPN 280 (Kanji)
- JAPN 301, 302, 303 (Third-year Japanese)
- Two of JAPN 330a, JAPN 330b, JAPN 330c (Japanese Culture through Film)
- JAPN 350 (Japanese Culture, History, and Society)
- JAPN 401 (Advanced Japanese), (must be taken on campus)
- JAPN 402 (Topics in Japanese Literature)
- JAPN 403 (Topics in Japanese Thought)

Electives

- HIST 484, 485, 486 (Japanese History)
- LBRL 275 (Humanities of Japan)
- PLSC 431 (Modern Japanese Politics)
- ANTH 460 (Culture and Society of Japan)
- A/HI 270 (Survey of Asian Art, India, China, Japan)
- EAS 368 (Japanese Literature in Translation)

2. Admission requirements

Students must be enrolled at WWU. Admission to the major is open.

3. Course sharing

The courses listed above as electives are part of curricula in other departments or programs at Western Washington. Permission to list these courses as electives in our proposed major as been obtained internally.

C. Use of Technology

The mode of course delivery will be traditional classroom, so student-faculty interaction will be maximum. The Department of Modern and Classical Languages does have a Language Media Center that provides faculty and students with access to the latest technology, so opportunities in this area will be plentiful. Additionally, most of the classrooms in which we teach are fully mediated.

D. Faculty

TABLE 1
Program Faculty

Name	Rank	Status	% Effort in Program
Masanori Deguchi	Visiting Assistant	non-tenured	100%
Massimiliano Tomasi	Associate Professor	tenured	100%
Michiko Yusa	Professor	tenured	100%

Total FTE Faculty: 3.000

This is the current level of staffing in Japanese. The proposed major has been designed to be viable with this amount of allocated FTE, but a few years will probably find us proposing a new full-time faculty line in Japanese that is needed due to enrollment pressures already experienced with our current minor in Japanese.

E. Students

TABLE 2
Size of Program

# of Students	Year 1 ('06-'07)	Year 2	Year 3	Year N ('11-'12; full enrollment)
Headcount	5-10	10-15	20-30	30-40
FTE*	275-550	550-825	1100-1650	1650-2200

*headcount multiplied by 55, the number of credits in the proposed major

1. Projected Course Enrollments

Supplied with the major proposal are a number of graphs and tables that indicate how enrollment in Japanese, at various levels of the curriculum, has grown over the years. As far as projecting enrollment in the newly proposed JAPN 350, JAPN 402, and JAPN 403 is concerned, we believe that our current enrollment of 21 in JAPN 301 is probably our best gauge. Assuming some attrition through the 300-level sequence, we estimate that we would begin a 400-level sequence with between 10-20 students were we to institute the major. This is an estimate, but we believe that with the added attraction and goal of the major, many students would continue after the third year. We enrolled 11 students in JAPN 401 last year, and we didn't even have a major. To project enrollment in the proposed JAPN 350 is a bit more difficult and complicated given the fact that we don't currently have a major and that the course would be situated in the middle of the third-year curriculum, but strong trends at the 200-level would make projecting an enrollment of approximately 15-20 students a fairly safe bet.

Enrollments in Japanese at the 100-level and 200-level would stay basically the same, over time, once the major were established, those figures would rise as well. In general, we see the current solid enrollment foundation as strong argument for implementation of the major.

-Where will these students come from?

In general, the students would be those that currently "major" in Japanese through the Student/Faculty Designed Major option, many students who currently take a minor in Japanese, and others who would come to WWU specifically to major in Japanese.

2. Expected time for program completion

Like our other language majors in the department, our proposed Japanese major would have a program completion time of four years, including General Education requirements and other university credit stipulations.

3. Diversity

Western Washington University recruits a diverse student population, so our major in Japanese would reflect the university's diversity and support its diversity recruitment efforts.

F. Administration

The current Department of Modern and Classical Languages staff would provide administrative support for the proposed major in Japanese.

TABLE 3
Administrative/Support Staff

Name	Title	Responsibilities	% Effort in Program
Administrative Staff	Adm. Assistant	Administration	10%
Support Staff	Office Assistant-Lead	Clerical	10%
Total FTE Staff	2	- - -	10%

III. Program Assessment

A. Assessment Plan

The proposed Japanese major would fall under the existing assessment plan used by the Department of Modern and Classical Languages (see attached). Key elements to this assessment will be the sequential nature of the curriculum, proficiency requirements established by Japanese faculty for the various levels of course work, the use of an "Exit Questionnaire" for graduating students (submitted to the chair for reporting to faculty), and yearly curricular examination.

B. Student learning outcomes assessment plan

The vast majority of the curriculum for the proposed major has been in-place for more than a decade. Student learning outcomes for the various levels of the curriculum correspond to the skills taught in the sequences; students able to master these skills demonstrate that ability through in-class examinations and other work. Learning outcomes are measured by classwork, and the results of learning outcomes data inform curricular

decisions at the various levels. The table below shows how certain competencies and outcomes will be facilitated and assessed.

Competency	Opportunity for student to develop competency	Assessment of competency
speak, read, and write in target language	communicative in-class activities; kanji exercises; reading assignments at 400-level	oral interviews at sequential intervals; exams; kanji acquisition quizzes
familiarity with Japanese cultural realities	small group discussions, cultural readings, lecture	term papers and exams at 300 and 400-levels
familiarity with Japanese artistic production	readings, lectures, and presentations on literature, art, architecture, etc.	tests; exit questionnaire evaluating program
appreciation of cultural diversity and difference	possible study abroad opportunities; lectures, films, readings	informal post-study abroad interviews; exams; reflective papers and self-evaluation activities related to 400-level coursework

IV. Finances

A. Summary of program costs

Initiation of the proposed program will require no additional funding beyond the current Modern and Classical Languages FTE. If eventually further staffing is required, that funding would be solicited internally to Western Washington University and/or through reallocation of internal resources.

TABLE 4
Summary of Program Costs – Year 1 and Year N*

Line Item	Internal Reallocation	New State Funds	Other Sources	Year 1 Total	Year N Total
Administrative salaries	\$4,000	0	0	\$4,000	\$4,000
Faculty Salaries include. benefits @26%	\$180,925	0	0	\$180,925	\$180,925
TA/RA Salaries	na	na	na	na	na
Clerical Salaries	\$3,000	0	0	\$3,000	\$3,000
Other Salaries	na	na	na	na	na
Contract Services	na	na	na	na	na
Good & Services	\$500	0	0	\$500	\$500
Travel	na	na	na	na	na
Equipment	na	na	na	na	na
Other	na	na	na	na	na
Indirect	na	na	na	na	na
TOTAL COST	\$188,425	0	0	\$188,425	\$188,425
FTE Students	5	na	na	5	30
Cost-per-FTE Student	\$37,685	na	na	\$37,685	\$6,280

*Year 1 = AY 2006-07; Year N = AY 2011-12 and full enrollment

V. External Evaluation of Proposal

A. External Expert Reviewers

Pursuant to requirements stipulated in the Washington State Higher Education Coordinating Board's *Guidelines for Program Planning, Approval, and Review* (January 2001), we requested external reviews from one expert from outside the state and one expert from within the state. These reviews are attached. The two reviewers are:

Dr. Matsuo Soga
Professor Emeritus
Nagoya University of Foreign Studies,
University of British Columbia

Dr. Amy Snyder Ohta
Associate Professor of Japanese
University of Washington

B. Other Public Four-Year Institutions

It is our understanding that these reviews will be solicited as part of the HECB proposal process.